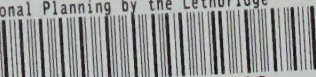


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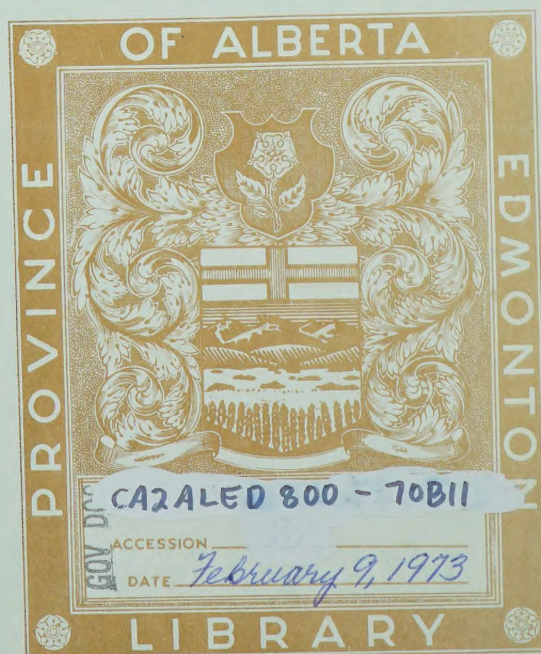
BRIEF TO THE COMMISSION
ON
EDUCATIONAL PLANNING.

by

LETHBRIDGE COMMUNITY COLLEGE

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BRIEF TO THE COMMISSION ON EDUCATIONAL PLANNING

ON

OPERATIONS AT

THE LETHBRIDGE COMMUNITY COLLEGE

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PRESENTED ON BEHALF OF THE BOARD OF THE

LETHBRIDGE COMMUNITY COLLEGE

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Friday, April 17th, 1970

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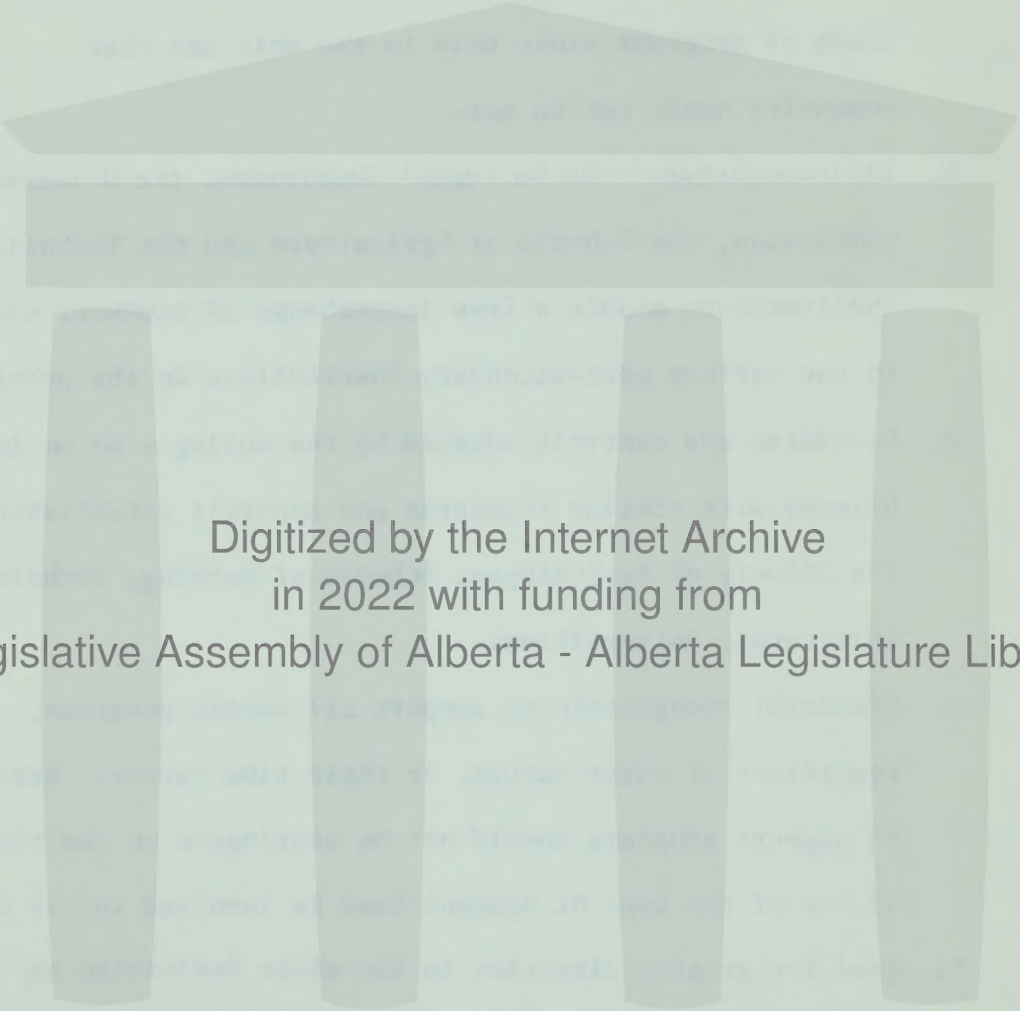
SUMMARY

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The brief which follows presents evidence to support the following conclusions:

1. The need for local autonomy in the development of all kinds of programs since this is the only way that community needs can be met.
2. Liaisons between the Colleges' Commission, the Universities' Commission, the Schools of Agriculture and the Technical Institutes to enable a free interchange of students within the various post-secondary institutions in the province.
3. Standards and controls adopted by the colleges to be in harmony with similar standards and controls established for Schools of Agriculture, Schools of Nursing, Technical Institutes, Universities.
4. Financial recognition to support all worthy programs, regardless of their nature, or their time factor. Grants to support programs should not be contingent on the time of day or the type of student that is involved in the course.
5. Need for greater direction in the clear definition of grant payments, transfer programs, entrance requirements, and other similar guidelines, rules and regulations.
6. Long-range planning and sound business procedure is vital if the colleges are to perform their job efficiently and effectively within the community.

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INTRODUCTION

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The development of the community college in Alberta has undergone many changes since the inception of the Lethbridge Junior College in 1957, not the least of which is the role of the community college as it now fits the Alberta scene.

"A community college is an educational institution offering instruction for persons beyond the age of the normal secondary school pupil, in a program geared particularly to the needs and interests of the local area; credit courses rarely extend beyond the level of the second year of college; extensive offerings of a non-credit character are usually provided." ¹

If this definition can be accepted it seems obvious that the community college serves two distinct populations. The first is the seventeen to twenty-one year age group composed largely of high school graduates who have entered college immediately or shortly after high school graduation to continue their education on a full-time basis. In addition there is also a large number of students ranging in age from under twenty to over sixty whose maturity is reflected in their focus upon a college program aimed at a specific vocational goal. The needs of these two groups may well be decidedly different.

Blocker, Plummer and Richardson ² in their study of the two year college pay much attention to the special needs of the community college student, and the necessity for the college program to develop values essential in meeting success in academic achievement. A large incidence

¹ Good, C.V. (Ed), Dictionary of Education
McGraw-Hill Book Company 1959

² Blocker, Plummer and Richardson
The Two-Year College: A Social Synthesis
Prentice-Hall 1965

of married students; a significant number of adults who have withdrawn from the vocational stream; the limited incomes for the family whose head has returned to school; the number of instances of school dropouts; these are all factors which require prime consideration in the development of a broad college program.

The community can expect its college to provide leadership through a variety of programs - full-time and part-time - set out by the college. The community can expect the college to provide a varied educational opportunity for any students, and to provide transferable credit where the program can lead to baccalaureate studies in a four year degree-granting institution. The community can expect the college to provide a reasonable freedom of choice for the student in his selection of program and to provide this program in an economical way.

"The Community College has become a comprehensive institution with a great variety of programs to match the cross section of the community represented by its students." 3

Developing the community college program to meet the needs of the potential student body it becomes apparent that the college must be free to establish and meet the variety of needs of the particular community it serves. It must have funds adequate to develop this program. It must attract and hold a faculty whose skills and talents provide the stimulus necessary for the students to reach their goal. Unless legislation which governs the college system can provide this flexibility and these funds and allow for the recruitment of staff and the development of varied

3 Gleazer, Edmund J. Jr., This Is The Community College
Houghton Mifflin 1968

programs the college cannot adequately serve the community in which it is located.

It is the intention in this brief to present to members of the Commission on Education Planning views on the operation of a diversified program under the jurisdiction of the community college system. Views presented represent the opinion of senior administrative personnel of the Lethbridge Community College.

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AGRICULTURAL EDUCATION
at the
LETHBRIDGE COMMUNITY COLLEGE

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The School of Agriculture program at the Community College is a four semester program, each semester of twelve weeks duration. The purpose of the program is to provide young people with the technical knowledge and skills required to meet the complicated demands placed upon the present agricultural community. The agricultural community consists of both the primary producer and the large number of businesses associated with the merchandising of the farm products. The many businesses associated with providing services to the agricultural community require staff trained in the field of agriculture. Many students will be trained to return to the area of agriculture production but many will have to be trained to work with or for others in agriculture.

There will be a need to develop certain basic knowledge and skills, to develop certain attitudes and to develop the habits of self education. No institution can give students an education. Education will depend upon the students attitude and what he or she does. However, the institution must transmit contagious enthusiasm for inquiry. The student must develop the ability to think, dig out facts, analyze facts and then discard the irrelevant and come to a decision based on these facts. The proper development of the student's attitude towards his profession, his employer, and to the community he serves is an important part of the educational system.

During the years ahead there will develop a greater interdependence between agriculture and other fields. It is imperative that the instruction

and programs instituted must be aware of and understand the changing requirements of Agricultural Education. The development of curriculum and programs will need to be analyzed continually and critically.

Because of the reduction in the agricultural population or in the rural population a greater number of students in the future may not have farm backgrounds. They may also come from the urban population. Therefore, the Community College may have to cooperate with agricultural industries (farms, businesses, etc.) to have on-the-job training during the summer vacations. There will be a need for a cooperative industry intern program which will give students a knowledge of what the industry requires from them. Perhaps the greatest benefit of all will be the long-range effects of better trained men serving agriculture. Those engaged in the industry will have to train students and will themselves gain greater insights into their own problems. This will result in a more prosperous agriculture for the area.

At the Community College the program in Agriculture is terminal. It should be expanded to offer classes that can be transferred to other institutions. Therefore, classes given should be closely allied to comparative courses given elsewhere. The Community College must develop to suit the needs of its immediate surroundings. Therefore, within clearly defined boundaries it should be allowed to develop and offer courses that are required by the area it serves. At Lethbridge we need to expand into the area of irrigation technology. The present irrigated area of Canada is in Southern Alberta and the farmers and businesses associated with irrigation require trained technicians.

One important role of the Community College will be to offer re-training programs associated with the important agricultural industry and

as such staff will need to be provided who are specialists in a wide variety of disciplines.

In the teaching of courses for the agricultural industry the number of students per class will be relatively small. The amount of technical skills required demand considerable student participation and therefore the costs of some programs will be rather high. The overall financial control will have to be closely scrutinized by local authorities and cannot be done on a cost per student per course. Individual class or student costs will have to be adopted for most courses taught to students in agricultural education.

Individual college administrators will need guidelines from the Colleges' Commission but only by local autonomy can the proper role of the college be implemented.

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BUSINESS EDUCATION
at the
LETHBRIDGE COMMUNITY COLLEGE

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The current philosophy of business education embraces the need for programs which:

1. prepare students for the semi-professional business occupations which do not require a university degree but do require one or two years of post-secondary education
2. prepare students for transfer to a university baccalaureate program
3. provide retaining and upgrading of skills and knowledge in order to enhance the opportunity for promotion or prepare for a change of occupation
4. provide courses to complement the general education of non-business students.

The Secretarial Science and Business Administration program currently offered at the Lethbridge Community College make provision for these four types of student needs. But what about the nature of education for business required over the next two or three decades?

The "futurists", in their predictions for the year 2000 A.D., suggest that "people will still "work", but the work will be less manual, more cognitive, less muscular, and more cerebral". ¹

During the next thirty years we will no doubt feel an increasingly greater impact of automation on occupational patterns.

¹ Harris, Norman C. "Curriculum and Instruction in Occupational Education", Emphasis: Occupational Education in the Two-Year College
Washington, D.C. 1966 - page 40

"Employment trends indicate that, in general, automation alters manpower requirements in favor of occupations requiring more education and training." ² As occupational patterns change so must some aspects of business education change.

Secretarial Science will remain an important, although not necessarily major, part of the business education program. The secretarial and clerical office worker of the future will have to exhibit a higher degree of ability in making judgments and decisions, will require fewer of the traditional secretarial "skills", and will require greater knowledge of business organization. The Secretarial Science program as it now exists will continue, for some years at least, to play an important part in the retraining of secretarial and clerical employees as well as in satisfying the personal-use needs of people in the community.

Secretarial programs traditionally have been one year in length and terminal in nature. Within the next five years, there will be a trend away from this terminal aspect and toward greater emphasis on the transfer aspect. The course content of the program will change considerably in an attempt to prepare secretarial and clerical employees with a higher level of decision-making ability. Along with these changes in objectives will be changes in entrance requirements. During the next five years there will be a trend toward development of a two-year Secretarial Science program of a transfer nature aimed at the preparation of business education teachers. This will be merely part of a trend to greater reliance on the community

² Arnstein, George E. "The Impact of Automation on Occupational Patterns", Recent and Projected Developments Affecting Business Education, National Business Education Yearbook, Washington, D.C. 1964 - page 39

college to assume responsibility for the first two years of undergraduate education with the universities concentrating their efforts on third-, fourth-year, and graduate studies.

The next twenty or thirty years will see a period of change, modification, and refinement of the business administration programs also. This period will be characterized by the "need for new courses and programs resulting from the proliferation of knowledge and the shift in demands for specialized personnel in changing and new occupations".³ Although the programs which will be offered at the Lethbridge Community College will remain both terminal and transfer in nature, there will be increasingly greater numbers of students electing to transfer to universities following graduation - a trend which is already evident.

Future management and supervisory personnel will require greater ability in making decisions, increased knowledge of management skills associated with the newer trends in scientific management, and less specialized training at the undergraduate level. Versatility and responsibility will be key factors in the preparation for office and distributive occupations. As more and more of the smaller businesses employ the tools of automation via computer terminal installations, "managers, foremen and other supervisors are free to concentrate on their primary task of solving problem situations".⁴ Management by exception and simulation will become standard procedures for handling complex business problems. Business

³ Blocker, Clyde E. "Purposes, Growth, and Transition of the Community College", National Business Education Quarterly, Washington, D.C. 1967 - page 6

⁴ Englehardt, Stanley L. Computers, New York 1965 - page 148

administration programs at the college level will have to provide opportunities for students to develop basic skills in these areas.

During the next several decades the role of the teacher will change from a "purveyor of facts to a teacher of concepts and problem-solving techniques . . ." ⁵ College teacher selection, based on extensive education and wide business experience plus demonstrated ability to teach concepts and problem-solving techniques, will become a critical factor. The traditional education programs for the preparation of business education teachers will have to change and those teachers who are now instructing will require continuous upgrading.

Future decades will be marked by more intensive study in the field of curriculum development - the development of a business curriculum which will promote the attainment of the changing objectives. Curriculum development will be based largely on research. Although the community college is primarily a teaching institution, and an institution which caters to the needs of the community (used in the broader sense), certainly at least informal or "action" research must be carried on at the college to insure that the programs do, in fact, provide for the local needs.

Financial restraint will no doubt be governmental policy for the next few years. These years will also be a time of increased need for funds. Teachers of concepts and problem-solving techniques cannot perform optimally without supporting personnel and equipment - factors which tend to increase the cost of high-calibre education.

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LIBERAL EDUCATION
at the
LETHBRIDGE COMMUNITY COLLEGE

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The offerings of the School of Liberal Education at present are: University and College Preparation, Outdoor Recreation and Conservation Education, Communication Arts, and Law Enforcement. These are programs that seem to fall well within the bounds established by junior college tradition as it has developed over the years in the United States. It is the opinion of the staff of the School of Liberal Education that the college has a role to play between the high school on the one side and the university on the other. For effective integration it is felt desirable to keep a foot in both camps - academic upgrading programs for the high school camp and university transfer for the other. Within these limits there exists the potential for a wide variety of offerings.

It is in the richness and uniqueness of its offerings that the college system will fulfill the role which society has decreed for it. Criticism of sister institutions may be presumptuous on our part but it is felt that there has been too much emphasis placed on university transfer and not enough on the other programs for which the colleges were established. The miniaturization of Alberta's university system by duplicating its first and second year offerings in a number of our smaller population centres seems inadequate as justification for a very expensive service. Taken by itself, the university transfer program has a difficult time justifying its existence. If that is all there is to be in the institution, the service can be better handled by those institutions already established for that purpose.

The Lethbridge Community College offers a good (but small) variety of programs. In this it seems to be serving its purpose. There is, however, no program comparable to university transfer. Is it possible to develop a true college atmosphere without this as part of our program? Surely the College needs the two extremes discussed above to allow it to develop its unique character.

In arguing the case for university transfer, it is not intended to refer to a program as has developed in the other colleges. Rather, it is suggested that a liberal arts program can be offered to matriculants and non-matriculants alike. This may pose problems to the universities, but these are not insurmountable. The university may choose to admit whom they will and give credit to whom they will. If a student cannot gain admission to one of Alberta's universities and/or get credit for subjects taken in this suggested program, then he will have to go elsewhere. If other institutions will admit him and give him credit for post-high school work, so much the better. One has to wonder if the student involved is not really better off than he would have been if he had had no alternative.

One of the basic tenets of the college system is that it is established to serve the needs of its communities. This implies that Grande Prairie will have programs that Medicine Hat does not have, and that the reverse is equally true. Underlying this concept is an assumption of decentralization. The colleges have got to be free to develop those programs which their respective communities require. Centralization of program approval in a Colleges' Commission office in Edmonton runs counter to this basic premise.

It is obvious that financial control must be exercised by the Commission. Colleges have to operate within the monies that are available.

It is felt, however, that the Commission's role should be the approval of budget for programs that have been approved by college boards. Only if this is done, will the colleges have the freedom they require to fulfill their community role.

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NURSING EDUCATION

at the

LETHBRIDGE COMMUNITY COLLEGE

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In this space age, supersonically and technologically oriented, society places great stress both psychologically and sociologically on the individual as a person.

If this statement is relevant to our present day society, then nursing must be defined in terms of this statement. The definition of nursing has been attempted by many people, but here will be quoted a definition by Dr. D. Jacobs,

"Nursing is the systematic accompaniment of an individual who is either handicapped or threatened by a disorder, in an effort to ensure that this individual can function optimally under conditioned circumstances." ¹

In further elucidating this proposal he

"regards a nurse who is not as knowledgeable about psychiatry as she is about 'somiatriy', as an incompletely trained nurse". ²

He continues on, to say,

"The half-life of nursing knowledge is perhaps four to five years. But the equipment: the personality formation and formation of a basic attitude to illness and the ill has no half-life and does not become obsolete . . ." ³

Two trends are of importance for the future of nursing:

1. The more technical trend. Nurses will have to learn how to handle completely different technical equipment.

¹ Jacobs, Dr. D. "The Future of Nursing - Professionalization, Profanation, Prophecy", International Nursing Review Basel, Switzerland - Vol. 17, page 19, 1970

² Ibid, page 20

³ Ibid, page 20

2. The therapeutic - anthropological trend. Nurses will have to learn to make use of their own person as a therapeutic medium, not only in psychiatric nursing but also in dealing with the somatically ill. ⁴

The foregoing opinion is a reflection of what one would find if the literature were researched on this point. It is fundamentally the basis for "Statement of Belief on Nursing Education" as published by the Alberta Association of Registered Nurses and "On Record, Policy Statements" of the Canadian Nurses' Association.

Efforts have been made to synthesize the above mentioned two trends or make them complimentary equivalents in the nursing program at Lethbridge Community College. When the program was being implemented careful consideration was given to the foregoing philosophy. A theoretical framework was planned using a growth and development concept upon which to build a nursing program along a parallel continuum of physical growth and development and personality growth and development beginning with conception or newborn and ending with death or old age. Emphasis is placed on the family, giving a community focus as well as an institutional focus to the preparation of nurses.

If this kind of curriculum building is needed to prepare nurses for the computer age then it is the contention of those who hold this belief that nursing must be based in an educational institution where the resources of such an institution can be utilized to their full advantage.

At the present time, in Alberta, and for the foreseeable future the most suitable location for the development of nursing education is in the college system for diploma nursing programs and the university

system for degree nursing programs. If we, all who are concerned with nursing practice and the delivery of health services believe in the patient as a person - the object of nursing, then the preparation of the nurse must support and reflect this principle and the cost of preparing him/her must be accepted as a legitimate expense born by the Department of Education and not the Department of Health. A further consideration in the optimal utilization of forces and resources should be given to regionalization of nursing programs in order to bring about better use of prepared personnel and health agencies for clinical experience.

In further support of college based nursing education programs, it can be foreseen and is in effect operational at the present time, that the college system lends itself to the development and expansion of nursing programs on a horizontal plane as within the university system but at a different level - a trend that is difficult to realize in any other kind of institution.

If we support these beliefs and certainly we must since the observable trend is to expand nursing through educational institutions then we need to take a look at the means by which nursing education programs have been established and controlled and how the college system may affect these.

The standards for nursing education in Alberta is controlled by the Committee on Nursing Education of the Universities Coordinating Council. This function has been given to the Universities Coordinating Council by the Alberta Association of Registered Nurses through legislation (Appendix I).

Admission requirements set down by the Committee on Nursing Education are as follows:

The minimum educational admission requirements to schools of nursing in Alberta shall be an Alberta High

School Diploma with one-hundred credits, and fifty percent or higher standing in one Grade XII English, one Grade XII Science, and two other Grade XII subjects.

. . . adult privileges allow for the admission of adults in exceptional cases on the basis of:

1. pre-registration tests to assess the students' potential and to plan, if necessary, a remedial program
2. fifty percent or higher standing in:
 - a) one Grade XII English
 - b) one Grade XII Science or equivalent science course approved by the Department of Education
 - c) one other Grade XII subject (departmental or non-departmental)
 - d) age - a person who has passed his/her twenty-fifth birthdate₅

With the establishment of nursing programs within the college system, nursing education then becomes subject to the philosophy and policies of the Colleges' Commission.

An Act respecting a Provincial College System, assented to May 7, 1969 states that,

"the Commission may . . . regulate or prohibit . . . the establishment of a new school", and

"a college board may with the approval of the Commission establish the admission requirements for students of its college".₆

₅ Universities Coordinating Council. Regulations Governing Schools of Nursing in the Province of Alberta. Edmonton: January, 1970 page 13 - (Quoted from an approved draft copy circulated to schools of nursing)

₆ The Government of the Province of Alberta. An Act Respecting a Provincial College System. Edmonton: Queen's Printer, 1969 pages 4, 5, and 11

An Alberta Policy Statement on Post-Secondary Education Until 1972 further defines admission requirements under Functions and Objectives.

"... the Government accepts the open door policy of admission. The typical entrance requirements will be a high school diploma but adults will be accepted irrespective of their high school achievements." ⁷

Alberta Colleges' Commission Policies, 1969 refer to adults as "normally eighteen years of age or older". ⁸

From the foregoing statements, it appears that policies for nursing education, within the college system has become an enigma.

It is recommended then that a liaison be established between the Colleges' Commission and the Alberta Association of Registered Nurses so that the standards and other controls may reflect the philosophy of the Alberta Association of Registered Nurses and that of the Colleges' Commission.

⁷ Clark, Hon. Robert. Post-Secondary Education Until 1972: An Alberta Policy Statement. Unpublished. 1970 - page 11

⁸ Fast, R.G. Alberta Colleges' Commission: Policies Unpublished. 1969 - page 3

APPENDIX I

1. GENERAL REGULATIONS

Powers and Duties of the Universities Coordinating Council

The regulations are enacted by the Universities Coordinating Council of the Universities of Alberta pursuant to powers granted it by Section II of the Registered Nurses Act, R.S.A., 1955, Chapter 283, and amended April 7, 1966, reading as follows:

11. The Universities Coordinating Council shall

- a) prescribe minimum standards and make regulations for schools of nursing governing such matters as, in its opinion, require to be regulated for the purpose of securing an effective educational program,
- b) make those standards and regulations known to all interested persons, agencies, and institutions upon request,
- c) provide for verification, by means of visits or otherwise, that those standards are being met and those regulations observed,
- d) approve schools of nursing which consistently meet those standards and observe those regulations,
- e) withdraw such approval from schools that do not consistently meet those standards and observe those regulations, and
- f) by arrangement with the Association, conduct examinations of candidates for initial registration in the Association who either are enrolled in an approved school of nursing in the Province of Alberta or have, in the opinion of the Council of the Association, received an adequate educational program elsewhere than in the Province and are recommended by the Council to write examinations by passing which they may become eligible for registration.

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at the
LETHBRIDGE COMMUNITY COLLEGE

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The programs of study at present being offered by the School of Technical-Vocational Education at the Lethbridge Community College may be placed into three categories:

1. Pre-Employment Programs for students who desire to learn a trade
2. Apprenticeship Programs
3. Technology Programs

Pre-Employment Programs - These programs of study are of one academic year or less and are offered in those areas which are, or may be, designated as trades under the Apprenticeship Act. The eight-month programs in Automotives, Commercial Cooking, Meat Technology and the six-week special course in Welding now being offered by the College all fall under this category.

Students who successfully complete the Automotive program are encouraged to indenture as Motor Mechanic apprentices. After serving as an apprentice for three months and with the recommendation of his employer the student may challenge the theory examination for first-year apprentices which is administered by the Apprenticeship Board. If he receives a passing grade in this examination he will then receive credit for one year (time and schooling) towards his apprenticeship as a motor mechanic.

In Commercial Cooking, the student who completes the course at the College is not required to find employment before being allowed to write the first-year apprenticeship examination. In fact this examination is administered to all Commercial Cooking students during the same period

when the final examinations are being written at the College, and students who receive a passing grade also receive one-year credit toward their apprenticeship should they continue in the trade.

As Meat Technology is not yet designated as a trade by the Apprenticeship Board no credit towards a Provincial Apprenticeship can be obtained for these students. However, as various firms employing meat cutters have their own methods of certification, it is expected that graduates of this program will receive some credit from their employer.

The six-week Welding program is one which is quite different from the others as far as credit is concerned. This is a program which is oriented to individual students. Some students have no previous training or experience in welding whatsoever, and may be taking the program for general interest or for the purpose of gaining the entry skills, which are required by many employers, into the world of work as an apprentice welder. The majority of students are already employed as welders, in most cases on a temporary certificate and require further training to receive a permanent certificate from the Apprenticeship Board.

While it appears that the programs presently being offered are serving a useful purpose it is difficult to determine what additional programs of this type will be successful. In previous years programs were offered in Appliance Service, Electricity and Sheet Metal. All cancelled due to poor enrollment.

It appears that there is an urgent need for tradesmen in many areas, and especially in the construction trades. However, it also appears that direct entry into the apprenticeship program is more attractive to the student leaving high school than a year in college before going to work. Whereas going to college is an expense, the first-year apprentice receives

a salary in excess of sixty percent of the going rate for that of a journeyman.

Dr. R.G. Fast, Director of Instructional Services for the Colleges' Commission has defined one of the specific functions of the college:

"To provide technical and vocational career programs of such quality that students will be prepared to enter a vocation upon completion of their college work." ¹

If this function is to be realized, the pre-employment type programs offered by the college must be made more attractive. The commonly accepted attitude, familiar to every instructor in vocational education, that regards vocational education as demeaning, a confession of failure and the poor step-child to academic success must be stamped out.

Opportunity for education beyond the high school should be available to all who desire it - we must assume that all who desire it can profit from it. To deny the benefits of an educational opportunity beyond the high school for as many who desire it, could mark the beginning of a dangerous power struggle.

Apprenticeship Programs - Programs falling under this category are for students who are already indentured as apprentices in a specified trade. This means they are employed persons who are being trained under the Apprenticeship Act, and therefore they are required to attend school for a certain period each year during their apprenticeship. The time required to be spent at school varies according to the trade in which the student is engaged.

¹ Fast, Dr. R.G. Alberta Colleges' Commission Policies
Unpublished manuscript, 1969

At present apprenticeship courses are being offered at the College for first and second-year Motor Mechanics and Welders. During the 1970-71 academic year it is expected that apprenticeship courses will also be offered for first and second year Electricians.

As apprenticeship programs are administered by the Apprenticeship Board, the College has virtually no control over the program except for providing the facilities and the instruction. The program is not advertised as students are sent to the College by the Apprenticeship Board. Furthermore the Board is not in favour of opening this program to persons who are not indentured apprentices as it is considered that the practical experience in the world of work is an important part of the overall training program. They feel that those who lack this experience will not be able to benefit from the schooling program as much as the individual with the practical experience.

Arrangements are made each year with the representatives from the Board to offer courses at specified times during the year for a certain quota of students. The College is then expected to provide the facilities and the instruction for the given quota of students at each specified time. However, on many occasions the quota of students is not met by the Apprenticeship Board. This results in considerable expense for the College, as the Apprenticeship Board is not obligated to live up to its commitment. In the fall of 1969 there were two welding instructors offering instruction to a total of five students. This condition existed for a six-week period, and there is nothing to ensure that it will not reoccur.

In order to provide the best training at the most reasonable cost the three following very important and major aspects of educational training must be coordinated:

1. The provision of academically, well-trained, experienced teachers with a reasonable uniform workload
2. Adequate instructional space with suitable equipment and supplies
3. Student enrollment projections

As each of these factors is completely interrelated it is not possible to adequately manage our responsibility if any one of the factors is not present. The difficulty we have been experiencing is that the third item mentioned above has not been available to the College.

If the College had available the names of apprentices and their employers in the Lethbridge vicinity as well as the particular year and program of each apprentice, our planning would be improved considerably, and our costs of training reduced.

Technology Programs - These are programs of study which are offered in those areas or disciplines of a technical nature such that a graduate of the program may become a technician as defined by the Society for Engineering Technicians of the Province of Alberta. The only programs falling under this category at present being offered by the College are Architectural Drafting, Drafting Technology and Electronic Technology.

Architectural Drafting is a one-year program designed to prepare students who lack the academic background required for the more advanced three-year programs, to obtain junior positions in an architectural drawing office.

The Drafting Technology and the Electronic Technology programs are the first year only of three-year programs. In order to complete the entire program the student is required to transfer to S.A.I.T. or N.A.I.T. for the second and third year.

Since the programs offered at the College in Drafting Technology

and Electronic Technology are essentially Technical Institute programs, the course outlines are drawn up by them, with the aid of their advisory committees.

Inasmuch as the students complete the requirements for graduation at the Institute and receive certification from them, it has been expressed that the majority of the program should be offered there, with the result, that only one year of the three-year programs can be offered in Lethbridge. In order to expand our programs therefore, it would be necessary for us to offer independent courses. This however, would create unnecessary competition and certainly would not be an advantage to our students, who would find that their credits would not be transferable.

In his policy statement on Post-Secondary Education Until 1972, the Honorable Mr. Robert Clark, Minister of Education mentions that:

"The Government views the public colleges of Alberta as a truly comprehensive two-year post-secondary institution providing training and education for students having a wide variety of interests, aptitudes and types of intelligence." ²

From this it is assumed that the College should be involved in Technological Education as well as in other types of education. However, the college system is not mentioned under the title of Technological Education on page 13 of the manuscript.

It is most essential that Technological Education in Alberta be coordinated and that the college system be included in the plans suggested for the Technical Institute and the Vocational Training Centres.

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² Clark, Hon. Robert, Minister of Education, Post-Secondary Until 1972
An Alberta Policy Statement. January 1970

CONTINUING EDUCATION

at the

LETHBRIDGE COMMUNITY COLLEGE

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The policy statement Post-Secondary Education Until 1972 by the Honorable Mr. Robert Clark, Minister of Education, has stated that the colleges in Alberta will provide, among other things, "education beyond the high school level and continuing education for interested adults".¹

Our society is pluralistic in its system of values and as a consequence adult and continuing education must provide numerous approaches for the improvement of the individual and the society of which he is a part. Continuing Education is the program with the community outreach, the program which gives interested adults within the community many and varied opportunities to see the college in action. As such the Continuing Education program within the college should be flexible and dynamic, varied and available to all within the community who wish to get involved in it.

Many of the standard types of programs are offered at the Lethbridge Community College under such broad headings as vocational and technical upgrading, academic upgrading, basic education, cultural enrichment. The development of an effective adult high school program has provided opportunities for adult study in the evening. Basic English programs through all levels from zero to university entrance standing has provided many immigrants and school dropouts the opportunity to re-enter the academic stream. An adult upgrading program in Basic English, Mathematics and

¹ Clark, Hon. Robert, Post-Secondary Education Until 1972
Unpublished manuscript. January 1970 - page 16

Science at the junior high school level on the two Indian reserves in the district has done much to enhance the employability of Indian adults who have participated in the program.

Business programs on both a credit and non-credit basis have been developed to provide opportunities for upgrading within the business community. Recent developments for programs in Law Enforcement and Outdoor Education provide other opportunities to active police officers, park wardens and park employees.

An oral French language program has been recognized by the Federal Civil Service organization to meet their needs, while affiliation agreements with the Chartered Institute of Secretaries, the Society of Cost Accountants, the Division of Vocational Education of the Alberta Department of Education, and the Appraisal Institute of Canada have led to the development of offerings for many interested people within the business community.

As is evident from the outline above the philosophy governing Continuing Education at the Lethbridge Community College is based on the premise of something for everybody. Through this program the College is able to reflect the needs and interests of the people and become the true "community" college with all that the term suggests.

Unfortunately the need to develop programs for the undereducated adult is frequently hampered by the need to operate on a "pay-as-you-go" basis. In the past severe restrictions in program development have occurred due to a lack of grants to aid in these programs. The adult educator is frequently caught in the squeeze between the need to pay costs and the need to keep tuition fees within reach of the people concerned. The only solution to this seems to be the availability of grants to support the

program. Recent changes to provide funds for extended day credit programs and some upgrading programs has eased the situation - further modification in the kinds of programs which can qualify for grant funds would be most desirable.

In summary, it is the belief at the Lethbridge Community College that the Continuing Education program provides a variety of opportunities for adults that are not otherwise available. The image of the College within the community is enhanced, the horizons of the adults within the community are broadened by these opportunities.

Effective support, both moral and financial, for this type of broad program is both vital and desirable in a community college.

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FINANCING CONCERNS

at the

LETHBRIDGE COMMUNITY COLLEGE

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Lethbridge Community College Board firmly believes that a viable business, a government department - yes, even an educational institution requires guidelines, rules, regulations, long-range planning, and sound business procedure in order to perform efficiently and effectively.

It is the belief that it is impossible to perform efficiently and effectively under the present grant system.

It is contended that inequities in the financial structure for colleges across the province exist, and should be remedied. The comments that follow would suggest reasons for these inequities.

1. Mount Royal has the largest student body. Undoubtedly some efficiency accrues from size, therefore, Grande Prairie would be at the greatest disadvantage in this respect.
2. Larger centres usually have the least difficulty in staff recruitment. Grande Prairie may once again have the greatest difficulty in this respect.
3. Red Deer offers fourteen programs, Lethbridge twenty-six, Mount Royal twenty-three, Medicine Hat ten, and Grande Prairie eleven. ¹
4. Student-contact hours vary from twelve to fifteen hours per week in university transfer to in excess of thirty hours for a number of technical-vocational programs.
5. The academic staff-student ratio vary from 11.7 at Red Deer to 14.2 at Lethbridge. ²

¹ Source Commission Staff

² Atherton 1968 Study

6. Housing varies from institution to institution with resultant differences in costs. Mount Royal is housed in its own facilities, however, overcrowding does provide economies in operation. Medicine Hat is in rented quarters and Lethbridge is the longest established public college in its own facilities.
7. Lethbridge now houses about 2,500 students in its quarters, however, in 1971 this will no doubt drop to 1,200 - 1,500 students yet the building overhead will remain relatively static.
8. The Science Building at Lethbridge which was designed and built for the University of Lethbridge will provide a considerable surplus of laboratory facilities when Lethbridge Community College reoccupies the space.
9. Lethbridge has a greater percentage of its revenue received from C.M.C. than other colleges.

Undoubtedly other major and minor differences exist. It would appear, however, that the point has been well made that a single per-student grant will continue to provide surpluses at some colleges and deficits at others.

The Lethbridge Community College Board firmly believes that if post-secondary education in Alberta is to be adequately served by the dollars available to education in the future the following are a must:

1. Program Budgeting
2. Long-range Planning
3. Provincial Financial Support that is identifiable with average class size, staff-student ratios, student-contact hours, and a credit-hour system.

It is suggested that an education consultant be employed to define an adequate system of financial assistance to colleges commensurate with the various programs, differences, etc. at each institution, and also commensurate with the Government's general dictum that quality and efficiency must improve.

It is suggested that the Colleges' Commission should advise the individual college boards of the financial support anticipated for the ensuing academic year in sufficient time for the college boards to exercise the local autonomy that has been developed under the Colleges' Act. (1969).

It is suggested that planning assistance be provided where necessary to help ensure that facilities can be developed and used to their greatest advantage. The Lethbridge Community College will require assistance in the planning necessary to achieve the best use of the additional laboratory space in the Science Building when the University of Lethbridge moves to its new campus.

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NOTE: Much of the material contained in this report, "Financing Concerns", is taken from a brief submitted to the Colleges' Commission by Dr. C.D. Stewart on behalf of the Board of the Lethbridge Community College, Thursday, April 9th, 1970.

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